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Информация о владельце:
ФИО: Ястребов Олег Александрович
Должность: Ректор
Дата подписания: 23.05.2023 17:56:36
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA**

Institute of Environmental Engineering

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Concept of Environmental Psychology

course title

Recommended by the Didactic Council for the Education Field of:

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Environmental Pedagogy

higher education programme profile/specialisation title

Moscow, 2023

1. Course Aims and Objectives

The aim of the course: is to introduce students to the main trends of Environmental Psychology, ways and mechanisms of interaction with the environment, methods of diagnosing and correcting the ecological consciousness of a person, knowledge which is necessary for a practicing psychologist using environmental programs in educational institutions.

Objectives:

- mastering the basic concepts of the discipline and identifying the unity of Ecology and Psychology in terms of objects, subjects, methods and objectives of research;
- assimilation of ideas about the interaction of environmental and psychological factors, their influence on the formation and development of ethnic systems;
- gaining the skill of independent critical analysis of problems in the field environmental ethics and culture, issues of causes and ways to overcome environmental disasters;
- mastering skills for organizing and conducting environmental and psychological research, assessment of the influence of environmental factors on the mental state of a person;
- mastering the skill of designing individual educational routes of students related to environmental education and upbringing.

2. Course in the Higher Education Programme Structure

The course «**Concept of Environmental Psychology**» refers to the University Disciplines Module.

Table 1. Previous and subsequent courses aimed at building up competences

| Nr. | Competence code and title | Previous courses | Subsequent courses |
|----------------------------------|--|---------------------------------------|--------------------|
| Universal competences | | | |
| 1 | GC-6 Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem. | Psychology of Environmental Behaviour | - |
| General professional competences | | | |
| 2 | GPC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics. GPC-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation. GPC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to | Psychology of Environmental Behaviour | - |

| | | | |
|---|--|---------------------------------------|---|
| | <p>overcome learning difficulties.</p> <p>GPC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p>GPC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p> | | |
| Specialized professional competences | | | |
| 3 | <p>SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <p>SPC-2 Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.</p> | Psychology of Environmental Behaviour | - |

3. Requirements to Learning Outcomes

The course is aimed at building up and enhancing the following competences:

General competence – 6. Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.

General professional competence – **1.** Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.

General professional competence – 2. Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.

General professional competence – 5. Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.

General professional competence – 6. Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.

General professional competence – 8. Able to arrange pedagogical activities based on special scientific knowledge and research results.

Specialized professional competence – 1. Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.

Specialized professional competence – 2. Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.

On completion of the Course the student:

Knows:

- environmental aspects, including the basic concepts of ecology, modern strategies for sustainable development of the society, ensuring human health;
- areas of environmental psychology, object, subject and methodology;
- psychological principles of correction and formation of ecological consciousness;
- the basics of psychological training to change the environmental consciousness.

Can:

- use knowledge of the patterns of interaction of the society with the natural environment in practical activities;
- when providing psychological assistance to patients to promote development of their environmental consciousness, aimed at harmonization of human relations with the natural environment;
- apply the psychological principles of correction and formation of ecological consciousness.

Masters:

- skills of working with educational and methodical literature;
- work planning skills;
- the basics of theoretical knowledge on the methodology of environmental psychology.

4. Course Workload and Academic Activities

The course workload of «**Concept of Environmental Psychology**» is 4 credits.

Table 4.1. Course workload and academic activities

| Types of academic activities | Total hours | Semesters | | | |
|---|----------------------|-----------|-----|---|---|
| | | 1 | 2 | 3 | 4 |
| Contact academic hours | | | | | |
| Including: | | | | | |
| <i>Lectures</i> | 15 | | 15 | | |
| <i>Seminars (workshops/tutorials)</i> | 15 | | 15 | | |
| <i>Lab works</i> | | | | | |
| <i>Self-study</i> | 78 | | 78 | | |
| Evaluation and assessment (exam; pass/fail grading) | 36 pass/fail grading | | 36 | | |
| Total course workload | hours | 144 | 144 | | |
| | credits | 4 | 4 | | |

5. Course content

Table 5.1 Course modules and contents

| course modules | topics |
|---------------------------------------|--|
| 1. Environmental Psychology: History, | The concept of the object, the subject of environmental psychology. The generality of the object and the difference in the subject in |

| | |
|---|---|
| Scope, and Methods. | various areas of environmental psychology. System relations "individual-environment", "man-environment" and "man-nature" Psychological ecology. Subject, methodological features and main categories of psychological ecology. Features of interaction in the "individual-environment" system. The idea of an ecologically unfavorable environment. Influence of psychogenic environmental factors on the mental state and development of the human psyche. Origins and causes of the ecological approach in psychology (K. Levin, J. Gibson). The psychology of global change as a direction of environmental psychology, focused on the study of the characteristics of perception and comprehension, |
| 2. Environmental influences on human behavior and well-being. | Environmental risk perception. Climate Change as a Unique Environmental Problem. Scenic Beauty: Visual Landscape Assessment and Human Landscape Perception. Health Benefits of Nature. Restorative Environments. Ambivalence Towards Nature and Natural Landscapes. Human Dimensions of Wildlife. Children and the Natural Environment. Appraising and Designing Built Environments that Promote Well-Being and Healthy Behavior. Urban Environmental Quality. Environment and Quality of Life. Place attachment. Environmental Issues in Low- and Middle-Income Countries. |

6. Classroom equipment and technology support requirements

Table 6.1 Classroom equipment and technology support requirements

| Classroom for Academic Activity Type | Classroom equipment | Specialized educational/laboratory equipment and materials for mastering the module |
|--------------------------------------|--|---|
| Lecture hall (room) | | |
| Laboratory | | |
| Seminar room | Classroom, equipped with a set of specialized furniture; a whiteboard; a personal computer with a standard package of office programmes; a set of devices includes portable multimedia projector, laptop, projection screen, Stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release), Skype | |
| Computer lab | | |
| For students' self-study | | |

7. Resources recommended for course studies

Main reading

Maklakov A.G. General Psychology: textbook for universities / A.G. Maklakov. - St. Petersburg, 2012. – 583 p.

Additional reading

1. Glebov V.V. Environmental psychology. - Moscow: RUDN University, 2008.- 243 p.
2. Deryabo S.D., Yasvin V.A. Environmental Pedagogy and Psychology. - Rostov-on-Don, 1996. – 480 p.
3. Medvedev V.I., Aldasheva A.A. Environmental Consciousness: A Study Guide for universities - Moscow: Logos, 2001 – 376 p.
5. Environmental psychology. - Moscow: Publishing house RUDN University, 2000. - 36 p.
6. Ecopsychology, ecopedagogy, ecoacmeology: educational and methodological complex: Tutorial. Part 2. - Moscow: Publishing House RUDN University, 2011. -226 p.
7. Yasvin V.A. Psychology of attitude to nature: Monograph – Moscow, 2000. - 456 p.

Internet-based sources

Electronic libraries with access for RUDN students

Education and society [Electronic resource]: Scientific, informational–analytical journal for researchers and organizers of the education system. – URL: <http://www.jeducation.ru:80> .

Educational issues [Electronic resource]: Scientific and educational journal Higher School of Economics. – URL: <http://vo.hse.ru>

Pedagogy [Electronic resource]: scientific and theoretical journal. – URL: <http://pedagogika-rao.ru>

Pedagogy [Electronic resource]: Scientific and theoretical journal of the Russian academy of education. – URL: <http://pedagogika-rao.ru/> .

Public education [Electronic resource]: Social and pedagogical magazine. – URL: http://elibrary.ru/title_about.asp?id=7908 .

8. Assessment toolkit and grading system* for evaluation of students' competences level upon course completion

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus. * The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

ASSESSMENT TOOLKIT

for the course

Concept of Environmental Psychology

course title

44.04.02 Psychological and Pedagogical Education

field of studies / speciality code and title

Environmental Pedagogy

higher education programme profile/specialisation title

Master

graduate's qualification (degree)

Passport to Assessment Toolkit for Course

Field of studies: 44.04.02 “Psychological and Pedagogical Education”

Course: CONCEPT OF ENVIRONMENTAL PSYCHOLOGY

12.1. Competences under evaluation and assessment tools

| Competences under assessment | Course module under assessment | Tools to assess higher education programme mastering level | | | | | Points for module |
|-----------------------------------|---|--|--------------|------------|----------------|------|-------------------|
| | | Classwork | | | Self-studies | Exam | |
| | | Test | Control work | Class work | Seminar report | | |
| GC-6 GPC-1,2,5,6,8 SPC-1, 2 | 1. Environmental Psychology: History, Scope, and Methods. | 20 | | 10 | 10 | | 40 |
| GC-1 GPC-1,2,5,6,8 SPC-1, 2 | 2. Environmental influences on human behavior and well-being. | 20 | | 10 | 10 | | 40 |
| | Pass/fail grading | 40 | 10 | 20 | 20 | 10 | 100 |

12.2 The maximum number of credits in the course is 3.

Assessment & Grading System

| Total points | Final assessment | Number of credits |
|--------------|------------------|-------------------|
| 95-100 | 5 | 3 |
| 86 – 94 | 5 (B) | 3 |
| 69-85 | 4 (C) | 2 |
| 61-68 | 3+ (D) | 1 |
| 51 – 60 | 3 (E) | 1 |
| 31 – 50 | 2 (FX) | 0 |
| <30 | 2 (F) | 0 |

12.3 Previous and subsequent courses aimed at building up competences

| Nr. | Competence code and title | Previous courses | Subsequent courses |
|-----------------------|--|-----------------------------|--------------------|
| Universal competences | | | |
| 1 | GC-6 Able to identify and implement the | Psychology of Environmental | - |

| | | | |
|--------------------------------------|---|---------------------------------------|---|
| | priorities of their own activities and ways to improve it based on self-esteem. | Behaviour | |
| General professional competences | | | |
| 2 | <p>GPC-1 Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.</p> <p>GPC-2 Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.</p> <p>GPC-5 Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.</p> <p>GPC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.</p> <p>GPC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results.</p> | Psychology of Environmental Behaviour | - |
| Specialized professional competences | | | |
| 3 | <p>SPC-1 Able to carry out research support and educational and methodological support for the implementation of basic and additional, including professional programs.</p> <p>SPC-2 Able to design</p> | Psychology of Environmental Behaviour | - |

| | | | |
|--|--|--|--|
| | and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education. | | |
|--|--|--|--|

12.4 Exam questions

1. The concept of the object, the subject of environmental psychology.
2. The generality of the object and the difference in the subject in various areas of environmental psychology.
3. System relations "individual-environment", "man-environment" and "man-nature". Psychological ecology.
4. Subject, methodological features and main categories of psychological ecology.
5. Features of interaction in the "individual-environment" system.
6. The idea of an ecologically unfavorable environment.
7. Influence of psychogenic environmental factors on the mental state and development of the human psyche.
8. Origins and causes of the ecological approach in psychology (K. Levin, J. Gibson).
9. The psychology of global change as a direction of environmental psychology, focused on the study of the characteristics of perception and comprehension,
10. Environmental risk perception.
11. Climate Change as a Unique Environmental Problem.
12. Scenic Beauty: Visual Landscape Assessment and Human Landscape Perception.
13. Health Benefits of Nature.
14. Restorative Environments.
15. Ambivalence Towards Nature and Natural Landscapes.
16. Human Dimensions of Wildlife.
17. Children and the Natural Environment.
18. Appraising and Designing Built Environments that Promote Well-Being and Healthy Behavior.
19. Urban Environmental Quality.
20. Environment and Quality of Life.
21. Place attachment.
22. Environmental Issues in Low- and Middle-Income Countries.

Developer,
Head of the Higher Education
Program:
 C.Sc., Associate Professor
 Environmental Engineering Institute
 Foreign Languages Department



Y.L.Zakirova